

Improving Students' Vocabulary through Word Mapping Technique

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Abstract—This article aimed to improve the students' vocabulary mastery through word mapping technique at the Third Grade Students of Mataram Junior High School 7. This study used a Classroom Action Research (CAR) method, conducted in two cycles by following the procedure of action research, i.e. planning, implementing, observing, and reflecting. Test and observation was conducted in collecting the data, and were analyzed in the end of every cycle. The standard passing level was 70 and the percentage of achievement was 60%. The results from cycle 1 showed that average score reached 65. 18 students gained the highest score (42%), 13 students gained medium score (31%), and 11 students stayed at low score (26%). In the second cycle, the mean score reached 73. The highest score were obtained by 35 students (83%), medium score was gained by 7 students (17%). The alteration of teaching and learning atmosphere was shown from the students' enthusiasms in cycle two. It means that teaching vocabulary through word mapping technique could improve the student's vocabulary mastery.

Keywords—word mapping technique; vocabulary; English language teaching

I. INTRODUCTION

In order to master in English language, it is necessary for students to acquire four major skills such as reading, writing, listening and speaking. But, before master those skills they have to master in vocabulary. How people can understand what they read if they do not know the meaning of words and how can people write if they do not know any single words to write? So, to have a lot vocabulary was being the important part of learning English [1]. Why? Because without grammar is very little can be conveyed but without vocabulary nothing can be conveyed [2].

In process of learning language, students need a lot of vocabulary to convey and express their idea or to comprehend the reading text. And also, the students who have little knowledge of vocabulary will find difficulties to understand both written and spoken language. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word [2].

In concept mapping, the students helped to recognize connections between words, including synonyms and

antonyms. Furthermore, using of word mapping with English language learners for vocabulary instruction offers a way for them to demonstrate and connect their prior knowledge to new concepts and, at the same time, serves as a useful tool to categorize information [3].

In addition, Students learn about words through word mapping technique because helps them to examine the characteristics of the word concepts, categorize words, and see relationships among words that are similar or different [3]. For this reason, Word mapping is an effective technique to build the concept and word knowledge for English language learners because it engages them in academic discussions supported by comprehensible input.

II. CONCEPTUAL THEORY

A. General Concept of Vocabulary

Vocabulary becoming fundamental part of language, which is used by people in any condition either; it is in the form of spoken or written language [4]. Therefore, the more vocabulary the learners have, the easier for them to develop their four skills such as listening, speaking, reading and writing and learn English second language generally.

Generally, vocabulary is the knowledge of meanings of words. Vocabulary is the list of words with their meaning, especially in a book for leaning a foreign language.

Vocabulary refers to word or a set of words in a language or knowledge of words regarding its forms, meanings and how to use it accurately in the context [5]. Therefore, learning vocabulary is the most important ways to build the ability in reading, writing, listening as well as speaking. So that, teaching vocabulary use words mapping technique will connect the student's prior knowledge to the new concepts and developing their conceptual knowledge related to the words [3].

B. Principle in Teaching Vocabulary

Teaching is a process to give the students guidance to reach the goals. Teaching is a media for learning process includes behavior individual changes through pre-planned. "Teaching is showing and helping someone to learn how to do something, giving instruction in study something and providing with knowledge [6]. Furthermore, teaching vocabulary regains an

important place in the language classroom, the issues, principles and practice reviewed will become increasingly useful and significant.

In addition, Nunan said there are principles of teaching vocabulary [7]; First, focus on the most useful vocabulary, Second, focus on the vocabulary in the most appropriate way, Third, give attention to the high frequency words across the four strands of a course and the last is encourage the learners reflect on and take responsibility for learning.

C. Word Mapping Technique

Mapping concept is a technique to represent the knowledge in graphs. The concept of mapping introduced in elaborating the knowledge of learners to the words. Word meaning instruction that helps learners fit new words into existing conceptual network and it is substantially more effective than having students look up words in a dictionary or read words in interesting and relevant context [8].

The purpose Word Mapping technique is promoting the students' deeper understanding of words through depicting varying relationships between and among words [3].

Word mapping is an activity that helps bring into relationship among words in the text, and helps to understand by creating associate network for word [8]. The activities in this technique, first, chose the text based on the words to be learned, students are asked to draw a diagram of the relationships between particular words in the text. Then, the teacher discuss the chosen words, provide subordinate category heading such as '*sports* and *transportations*' in front of the class on whiteboard, the students are helped to learn and illustrate the relations among the words, then draw circles below category heading connected by associate lines, finally,

write appropriate related words in the circle connected to the heading (e.g., sport connected with, football and badminton etc., transportations connected with train, plane, bus and car) [9].

III. METHODS

This study was a Classroom Action Research (CAR). This classroom action research was investigated using cycles. Each cycle consist of four phases; planning, action, evaluation and reflection. The question that attempted to be answer was' How can the word mapping technique improve the students' vocabulary mastery of Junior High School. To simplify the number of subjects this study employed purposive sampling.

Observation, field note and test (pre-test and post-test) are used to collect the data. The data categorized in to quantitative and qualitative data. The quantitative data are taken from test result were given in preliminary test, posttest and both are analyzed syntactically and qualitatively. The indicator achievement of this study was if the activity and the result of students test show the improvement in every cycle that was 60 percent the students reach the standard passing level was 70.

The data were analyzed by the following steps: 1) establish the students' individual score in each cycle; 2) find out the mean score of students with formula as follows; 3) establish percentage of class achievement; 4) establish of group achievement; and 5) determine percentage of index class achievement.

IV. RESULTS AND DISCUSSION

A. Results

The results of the study are presented in table 1 and table 2.

TABLE I. THE RESULT OF STUDENTS ACHIEVEMENT IN WHOLE CYCLE

| No | Cycle | Score | Average | Score Range | Ability | Frequency | Percentage |
|--------------|----------|-------|---------|-------------|---------|-----------|------------|
| 1 | Pre-test | 2231 | 53,11 | 70-100 | High | 7 | 16,66 % |
| | | | | 41-69 | Medium | 6 | 14,28 % |
| | | | | 0-40 | Low | 29 | 69,04% |
| 2 | Cycle 1 | 2270 | 65,95 | 70-100 | High | 18 | 42,85 % |
| | | | | 41-69 | Medium | 13 | 30,95 % |
| | | | | 0-40 | Low | 11 | 26,19 % |
| 3 | Cycle 2 | 3062 | 72,90 | 70-100 | High | 35 | 83,33 % |
| | | | | 41-69 | Medium | 7 | 16,66 % |
| | | | | 0-40 | Low | 0 | 0 % |
| Total | | 8063 | 191,96 | | | 42 | 100 % |
| | | | 63,99 | | | | |

TABLE II. PERCENTAGE OF STUDENTS' OBSERVATION IN CYCLE 1 AND 2

| No | Aspect investigation | Cycle 1 | Cycle 2 |
|--------------|----------------------|--------------|--------------|
| | | Percentage % | Percentage % |
| 1 | Activeness | 47,61% | 92,85% |
| 2 | Discipline | 52,38% | 83,33% |
| 3 | Responsibility | 61,90% | 76,19% |
| 4 | Enthusiasms | 66,66% | 83,33% |
| Total | | 57,13 % | 83,92% |

V. DISCUSSION

A. Preliminary Study

In the preliminary study, the students were given the test to obtain the data as measurement of the students' ability in acquiring English.

B. Cycle I

In the cycle 1, the rules of action research were applied, i.e. planning, implementing, observing and reflecting.

1) *Planning:* In the planning stage, the lesson plan, material and media for teaching, as well as planning for observation and assessment were prepared.

2) *Implementing (teaching and learning process):* In this stage, the concept of words mapping were built to the students. The teacher drew the map in the whiteboard as the model to guide the students how to do the map. Then, distributed the texts to be read, and word mapping sheet, the students were asked to identify the word related to the reading text by using the word map sheet.

3) *Observing:* Observing and monitoring the implementation of actions to get the data needed and evaluating the result test and teaching learning process.

As shown in the table 1, the result test in cycle 1 was the total score was 2770, the score average reached 65, 95, highest score was 88 and the lowest score was 28. High ability were got by 18 students (42, 85%), medium ability was gained by 13 students or 30, 95% and low ability was reached by 11 students or 26, 19%. Meanwhile the class achievement was 65, 95 %. The percentage of students' observation as shown in the table 2 was 57, 13 %.

4) *Reflecting:* Reflecting the teaching and learning process in the cycle 1, the implementation of words map technique have not show the improvement yet to the result of students' vocabulary mastery. The students were not fully active in teaching and learning process as revealed by the observation checklist (57, 13%), average score 65, 95. Therefore, the study continued to the next cycle.

C. Cycle 2

In this cycle the writer applied the rules of action research, i.e. planning, implementing, observing and reflecting.

1) *Planning:* Some revisions that had been made: the teacher used mixer language (Indonesian and English) to explain the instruction that given to the students, guided the students in every stage in using word map sheets, prepared the picture that related to the material and divided the students into group.

2) *Implementing:* In this stage, again, the students were strengthened their concept to understand more about word mapping. Teacher drew the map in the whiteboard and gave the instruction to guide the students to do the map. Students were divided into 6 groups, each group consist 7 students. Every group distributed the big word map sheet and reading text about sport and transportation. The members of each group were asked to mention and write the word complete the map that related to the theme they got in front of the class by teacher guidance.

To get the students motivation, teacher challenged the students by making competition, for the group which done the map quickly become the winner and giving reward.

3) *Observing:* Observing and monitoring the implementation of actions to get the data needed and evaluating the result test and teaching learning process.

Base on the learning results in cycle 2, Total score of students' test was 3062, average score was 72,90, the high ability were got by 35 students the percentage was 83,33%, medium ability was gained by 7 students the percentage 16,66 % and low ability gained by 0 student by percentage 0%. The result is shown in table 5.

In this cycle, mostly all students fully pay attention when the teacher gave explanation and students were involved in teaching and learning process. The result of students' observation increased from the previous study (see table 1).

From whole aspect were investigated in cycle 2 the percentage of students' observation checklist reached 83, 92 %, this score showed that the percentage of observation from the cycle 1 increased from 57, 13 % to 83, 95 %. So, the rate of improvements was 26, 79 % (83, 92 - 57, 13).

4) *Reflecting:* From the results of analysis data above, the percentage of score achievement in learning vocabulary use words mapping technique reached 63,99%. Then, if the results compared with the achievement category the students beyond the criteria passing level.

VI. CONCLUSION

Generally, the goal of teaching is to direct the students into effective learning. Teaching strategy is the one the factors to make the effective teaching and learning. As what data presented above it was able to improve the students' achievement in vocabulary mastery. Also, have interactive learning environment so that they could be more motivated in learning English especially in learning vocabulary.

The words mapping also improved the students' motivation in learning English. Besides that, this strategy develops interaction between the teacher and the students to work together in connection the idea. Also, this technique helped the students to remember the stock of vocabulary that they have memorized [5].

The students are able to draw their own map. It means that they become more independent. It indicated that the teaching technique affected the students' learning strategy. It is in line to the theory ZPD (Zones of Proximate Development) by of Vigotsky. According of this theory, the effectiveness of students learning involves the gradual process in which before becoming the independent student, they have to be guided and lead firmly by the teacher [10].

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